

As you consider Stage 3 activities of the Lesson . . .

1. The lesson should NOT start with administrative concerns (e.g., taking attendance, collecting homework, going over homework or some other assignment).
2. After a brief warm-up/bridge to the L2, the most important part of the lesson's work should be targeted while students are the most attentive and receptive. This may involve new information from the teacher, activities that are carefully modeled and guided by the teacher--it should be learning that is considered "prime input." This section of the lesson may be comprised of several different activities or by one highly engaging activity.
3. Following Prime-time 1, students should work independently, in pairs or in small groups to apply what was presented in the major segment of the opening part of class. This parallels Down-time.
4. For the next segment of the class (Prime-time 2), the teacher has an opportunity to revisit information presented/dealt with in Prime-time 1. This can take the form of additional, ratcheted-up information or an expanded application of the information presented in Prime-time 1.
5. As a wrap-up of the first "instructional round," time can be spent going over homework or other assignments, providing information that specifically related to classroom instruction.
6. Provide a brief "lift," e.g., song, movement, "palette cleanser."
7. Begin next "instructional round."